

Silent Worker

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Written for THE SILENT WORKER.

The Mt. Airy School for the Deaf, Philadelphia.

THE possibility of educating the deaf and dumb, demonstrated by the opening of the American Asylum at Hartford, the first public institution of the kind in this country, seems to have evoked a general flow of philanthropic interest, followed by prompt and generous action. In the very next year the New York Institution was organized, and 1819 the earliest efforts were made in Philadelphia towards the uplifting of this afflicted class — efforts which, growing under the favorable conditions of increasing wealth, generous sympathy, intelligence inspired by devotion to the cause, have developed into the magnificent work done to-day by the Pennsylvania Institution for the Deaf and Dumb.

The pioneer in the work was not, like Epee or Gallaudet, a man of scholarly training, but a Jew, in a small way of trade, David G. Seixas by name, who, moved with pity for the friendless deaf-mute children who had happened to come under his notice, and, no doubt, having received his inspiration from the visit which Mr. Gallaudet made with some of his pupils to Philadelphia, took these waifs into his own home, fed, lodged and taught them.

Though without previous training for the work, he seems to have had a considerable measure of success, the interest of the public was aroused, and after the necessary preliminary steps had been taken, the Pennsylvania Institution for the Deaf and Dumb was formally organized on April 26, 1820, by the election of Bishop White as President, and of a Board comprising such names as Horace Binney, Dr. Franklin Bache and others of equal prominence.

Mr. Seixas was appointed Principal, holding the position until October,

1821. On his retirement the Directors of the Hartford school were persuaded to allow Mr. Laurent Clerc to take the place until the next summer. On Mr. Clerc's return to Hartford, Mr. Lewis Weld, who was then first assistant at that school, was appointed Principal of the Pennsylvania Institution. Already the number of pupils had reached fifty-one, some of whom, no doubt, were from New Jersey, availing

themselves of the law approved November 10, 1821, providing for their maintenance and tuition in "approved schools for the deaf and dumb." In October, 1830, Mr. Weld was called to Hartford to take charge of the American Asylum. During his principality the school had prospered greatly, outgrowing successively its leasehold quarters at Market and Seventeenth street, and on Market and Eleventh street, so that in 1828 the Board acquired by purchase an entire block at Broad and Pine streets. State aid, limited to \$8000 per year, had been secured, and the states of Maryland and Delaware had been led to provide for educating their deaf children at this school.

Mr. A. B. Hutton succeeded Mr. Weld and held the position of Principal for forty years, until his death in 1870. He was succeeded by Mr.

Joshua Foster, who resigned on account of failing health in 1885. Under Mr. Hutton and Mr. Foster the Pennsylvania School preserved the reputation of being eminently sound, thorough and moderately progressive, but also decidedly conservative. The growth of the school was steady, and its increasing needs were adequately met by the Legislature and by the Board of Directors, many of whom,

which make up this colony are six in number, all built of the dark-gray stone which underlies the whole ground and which furnishes an excellent and effective, though perhaps rather sombre, building material, and makes also the best of road metal. The general plan is a compromise between the congregate and the cottage system. Three large buildings, known respectively as Wissinoming, Cresheim and Wingohocking Halls, are occupied each by a family of pupils of somewhat similar grade, but a family as large as a good-sized school. At present, these departments, or families are, the Advanced Oral, Primary Oral and Manual. Each of these buildings contains rooms for school, study and play, as well as the dormitories, kitchens and other rooms necessary for the domestic operations of so large a household. Without

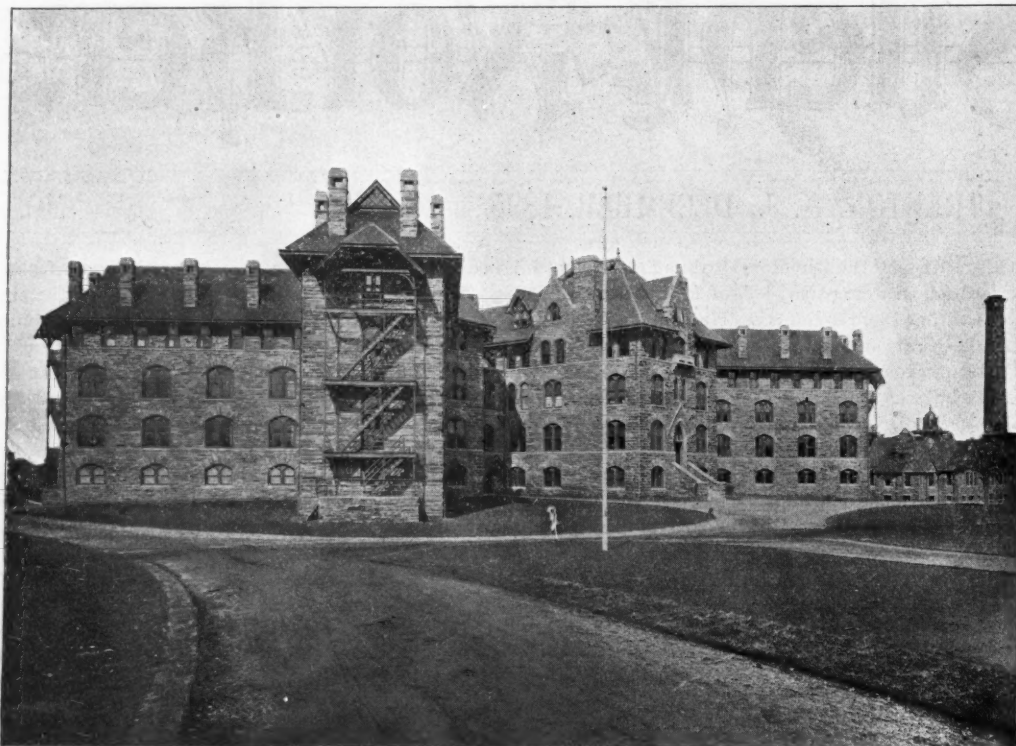
was begun. At a distance of about ten miles from the heart of the city, on elevated and well-drained ground, easily reached by the Reading and by the Pennsylvania Railroads, in the midst of beautiful scenery and surrounded by tasteful and magnificent suburban homes, it is an ideal location.

It was fortunate that in Mr.—now Dr.—A. L. E. Crouter, who succeeded Mr. Foster in 1885, the Board had an executive officer with ability of a very high order and one who contributed very much to the plans which, successfully carried out under his direction, have made the Mount Airy School an object of the greatest interest to the sanitarian, the administrator, the economist and the architect, as well as to the educator of the deaf.

In October 1892 the buildings upon the new site were so far completed that they were formally opened in the presence of a large number of invited guests, and on the 18th of the following month the regular sessions of the school were reopened in its new home. The buildings



WISSINOMING HALL—ADVANCED ORAL DEPARTMENT.



CRESHEIM HALL—PRIMARY ORAL DEPARTMENT.

going into details, it will suffice to say that the safety, health and comfort of the inmates are guarded by the best modern appliances—fire-escapes, hose, stand-pipes, sanitary plumbing, ample windows and the best possible ventilation. The steam heat is brought from the power house and delivered to huge coils of radiators under each building, where a steam fan drives pure air from outside over the heated iron, thus securing a distribution of wholesome, moderate heat through pipes laid to every apartment. A self-governing arrangement maintains the heat constantly at the desired point. As a proof of the purity of the air thus furnished, palms and other delicate exotics flourish in the halls all winter long, while in a furnace-heated or steam-heated house, as we all know, they would soon wither and pine.

The industrial building contains departments for teaching printing, cabinet-making, tailoring, sewing, dress-making, shoe-making and drawing. Each of these departments is fitted with approved appliances and is under the charge of a competent instructor.

The boiler and dynamo-house supplies heat to the whole group of buildings, and runs the electric-light plant, besides furnishing power for the machinery in the industrial department and laundry. Here, and in the central store-rooms, is seen the advantage of dealing in the wholesale way. Tracks from both the Pennsylvania and the Reading systems run to the very door, and supplies, purchased by the car-load, can be unloaded directly into the place where they are to be stored until used. A system of distribution for daily needs, based on

requisitions from the several departments, enables the management to keep close track of every thing used and to assure themselves that affairs are managed economically and honestly.

A hospital, admirably planned and equipped, with a professional nurse in charge, provides for the needs of the pupils in case of illness.

All this liberality of expenditure and this completeness of organization might exist and yet, if the teaching force were incompetent or if their

work were not wisely planned, the school would be a failure.

The Directors and the Principal recognize this truth very fully, and a force of teachers has been gathered at Mount Airy that for intelligence, zeal and energy are not surpassed by any body of workers in any similar school.

To be called to Mt. Airy is universally recognized as setting the decisive seal on a teacher's qualifications. We should rather say that to be retained there is the ultimate test, for whatever may be a teacher's reputa-

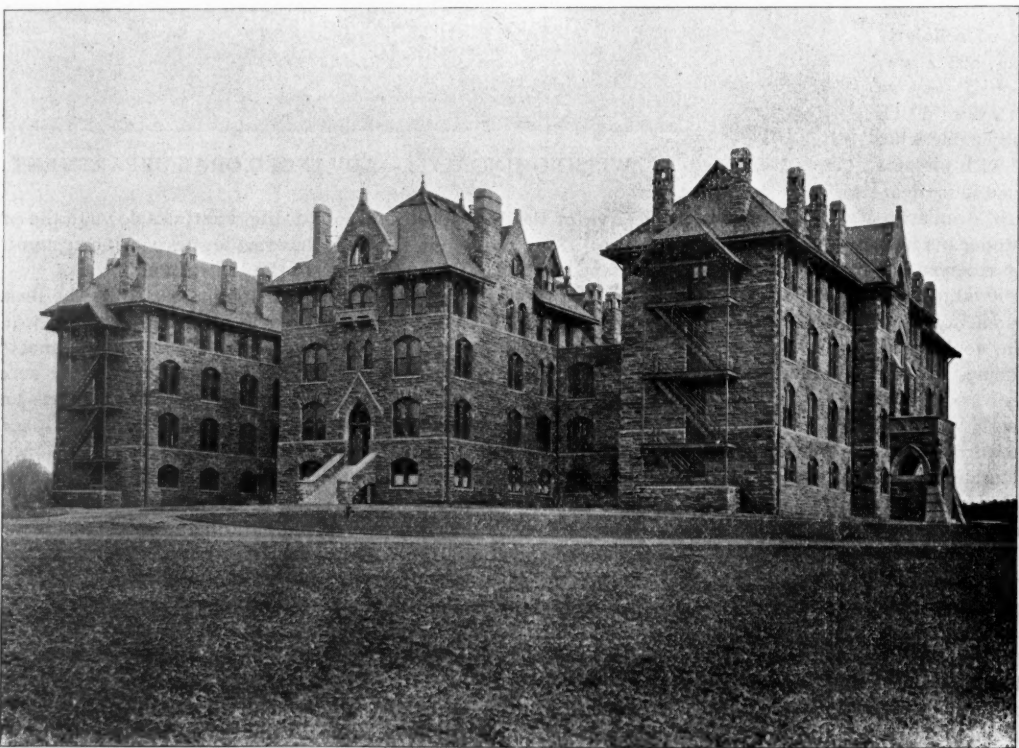
tion and general ability, no one can keep a place there except by continuing to do effective work.

Dr. Crouter has shown a marvellous eye for capability in a teacher, and, indeed, in candidates for any position. Selections are made from no other reason than that of fitness, and the way of promotion is always open to any one, in whatever position employed, provided marked fitness for a higher place is shown.

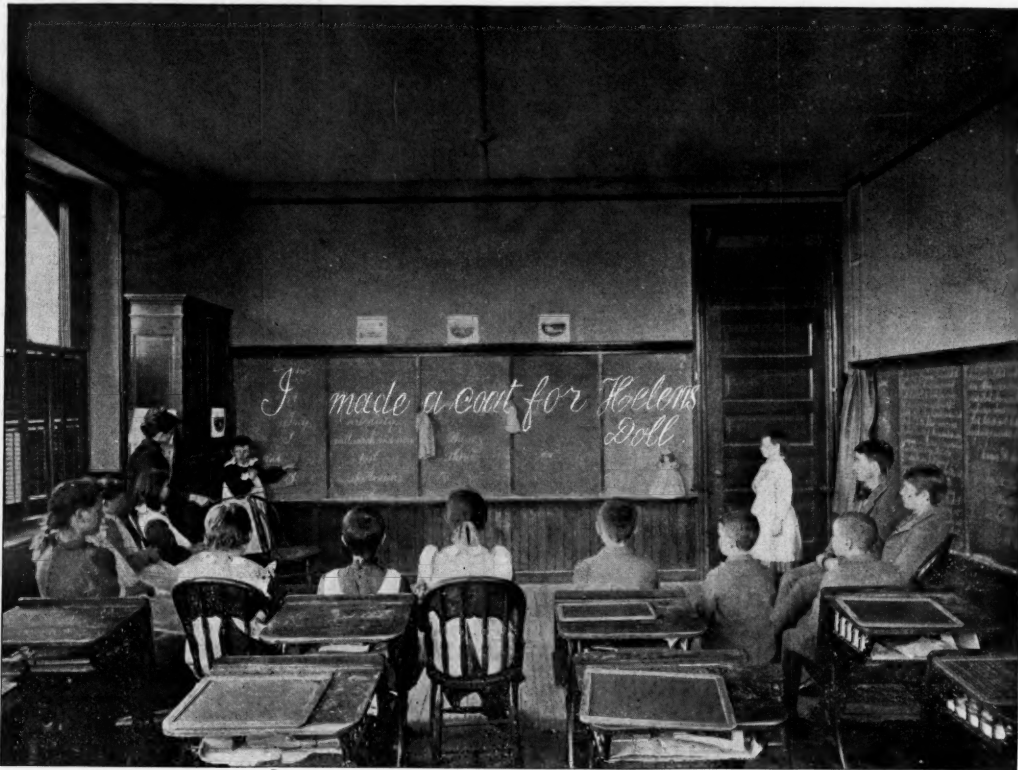
In directing so large a force of teachers (some forty in all) Dr. Crouter is assisted by Mr. F. A. Booth, as Principal of the Manual Department, and by Miss Florence McDowell, Principal of the Primary Oral Department, each being the head of one of the families, or groups, of about 150 pupils.

The oral teaching of the deaf, which had been almost neglected in American schools from the founding of the American Asylum in 1817, until 1864, when Miss Harriet Rogers began the work, received a powerful impulse in 1868, when at the instance of Dr. E. M. Gallaudet, the First Conference of American Principals was held and the general introduction of speech-teaching was recommended.

In accordance with the reputation of Philadelphia for conservatism, it was not until 1870 that the Pennsylvania Institution took action in the matter, and then only in the shape of a preliminary investigation of the results attained up to that time in other schools. However, the work was so thoroughly done, and the visiting committee of the Board were so deeply impressed with the value of speech to the deaf, that they recommended action in the direction of teaching speech to their pupils.



WINGOHOCKING HALL—MANUAL DEPARTMENT.



COLUMN WRITING.

From a cautious and slow beginning, the work went on and enlarged until in 1883, the separate "Oral Branch," then located at 17th and Chestnut streets, numbered 70 pupils under nine teachers.

At present, 350 pupils are taught in the Oral Department and only 150 in the Manual. Whether or not the latter will ultimately be entirely discontinued, and the school will become entirely a "pure-oral" institution, is not, perhaps, known as yet to the management themselves. Their policy, as announced and as shown by their course, is to use such methods as seem to be for the best good of their pupils, rejecting nothing and accepting nothing in the spirit of partisanship, not being bound by "consistency" to any course which longer experience or wider observation condemns—always open to conviction and always looking for new and better methods and instruments.

The "five column system," shown in operation in one of our cuts, is a plan originating in the Pennsylvania School and which has been widely copied, as a means of teaching deaf children the sentence idea. Thinking in pictures, the deaf child is apt to exercise the same freedom in arranging his words that an artist may use with his figures in the composition of a painting.

In the five-column system, 1, is the place of the subject; 2, of the predicate verb; 3, of the object of the verb if transitive, 4, and 5, of the preposition and its object in an adverbial phrase. A sixth slate may be added for other qualifying words. The great advantage which this device has over all grammatical symbols is, that the

pupil may at the start, before he has become familiar with words, express his thought in the English order by means of the objects themselves. Thus, if he wishes to say: "Mary gave an apple to me," he will perhaps place Mary by slate 1, the apple by slate 3, writing the word "gave," on No. 2 slate and "to" on No. 4 and will take his own place at slate 5. He very soon learns to classify new words as "1-3-5" or as "2" words and to look at slates 4 and 5 for the answers to the questions "Where?"

and "How?" Often if he lacks a word he will write a sentence leaving the proper slate blank to receive the new written sign for the idea which is already clear in his mind. Up to the third year this plan is found very helpful.

The home life of the pupils at Mount Airy presents many features peculiar to this school. In their somewhat retired situation, it is the aim to make the institution as complete a little world as possible. There is a little store in the Steward's department, stocked

with candy, toys and whatever else children need or wish to buy.

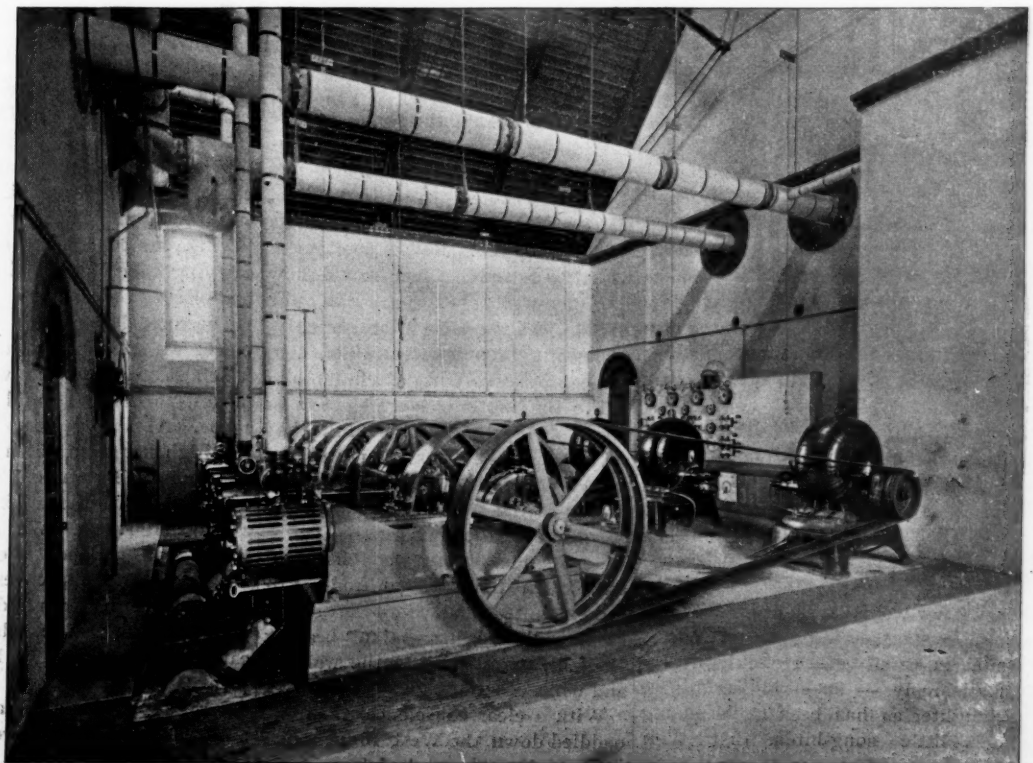
At meals the boys and girls sit at the same tables and chat as freely as members of the same family. At dinner the teachers eat with them, giving the pupils the benefit of their unconscious teaching in manners and in conversation. At intervals sociables are given, for which the ladies among the teaching and domestic force prepare the pupils by teaching the fashionable steps in dancing.

Both the boys and girls have quite large and well-selected libraries and take in the papers and magazines, which they subscribe for with their own money.

In short, every thing that tends to their elevation and happiness is sedulously encouraged, and the boys and girls are trained up under as favorable conditions as money, care and skill can provide.

The Czar of Russia has one set of fifty horses, all of pure white with blue eyes. They are beautiful creatures but deaf, as white animals with blue eyes always are. These white horses are used in showy processions on state occasions, and like Queen Victoria's famous cream-colored horses, are never sold from the imperial stables. When past use they are shot and buried with due ceremony. —*Boston Herald.*

Daniel Spraker, of Fonda, has just passed his 97th birthday, and, though deaf and blind, he goes to the Mohawk River National Bank daily and attends to business. He is the only President the bank has ever had, and has been 40 years in service. The bank's dividends have averaged 10 per cent from the beginning. —*Ex.*



DYNAMO ROOM.

Written for THE SILENT WORKER.

A TRIP TO THE MAINE WOODS.

VERY hard-working business man owes it to himself to take, when he can, a vacation, and to spend it so as to secure not only enjoyment but the greatest possible benefit to his health, and refreshment to his spirits. The best thing to do is to shake off, for a time, the conventionalities of civilization, to live in the greenwood, to test his muscle, his nerve, his endurance, his skill, in the pursuit of big game—and for this purpose there is nothing like moose-hunting in the wilds of northern Maine.

At least that is what I think, and accordingly my companion and I found ourselves, one day last September, at the head of Moosehead Lake, fully equipped for a stay of five weeks in the back-woods. We had each secured the services of a thoroughly competent guide with his seventeen-foot canoe, to the capacity of which we had adapted our stock of supplies with a nicety of calculation which one cannot understand unless he has had the experience.

It is not easy to remember on a warm September day in Boston, just how fearfully cold it was last year sitting in a canoe at midnight on a Maine river. Warm clothing, socks and mittens; to be worn two or three deep, must be taken; sleeping-bags, rubber blankets and wading boots, a wall tent of light drilling, and two small A tents for short hunting trips away from home camp—all rolled as tight as possible. Then for provisions. Flour, baking powder, pork, beans, tea, coffee, sugar and rice, with a few canned goods for Sunday. Then you revise the list once and again, hoping to be able to strike out some of those pounds that on a long carry tell so fearfully. (What a mockery it seems then to say that it takes two thousand of them to weigh a ton!)

But you find your notes of the last hunting trip reading like this: "Coffee ran short; take 2 lbs. more next time." "Be sure and take some rice." "Take full 6 per cent by weight of baking powder to flour: ran low this time." But our outfit has at last been completed, we are here at the jumping-off place of civilization, we cross the carry and manage to stow every thing in our canoes, we push off and float down the West Branch of the Penobscot, feeling like boys just let loose from school.

As I understand that moose-hunting has been criticized as a cruel sport (although I have not heard that the fair critics have renounced grouse salmi and seal-skin cloaks) I wish to say a few words on that point.

The sportsman does not inflict suffering and death recklessly or maliciously—such indiscriminate slaughter as has been made among our little song-birds, that their plumes may deck our women's hats,

he would gladly see made a crime punishable by imprisonment.

If a farmer can kill creatures that he has reared and fed from his own hands, without blunting his moral nature, the hunter will not develop into a Nero by shooting a savage old bull moose.

As regards the moose themselves, there is no doubt that their being hunted is their only salvation.

Sportsmen procure the passage of laws by which the game are absolute-

ly safe for nine months of the year, and the females and the young are safe at all times. What is more to the purpose, the high wages which they pay for guides make it to the interest of the best woodsmen to see that these laws are obeyed. But for sportsmen, the moose and caribou would now be practically extinct, like the buffalo, whereas they are actually increasing in numbers. Then, too, the comparatively few old bulls who fall to the hunter's rifle are not to be pitied. We can hardly think that such a glorious old Berserker of a brute would prefer "a cow death" in the depths of the wood to being struck down in a headlong charge.

Posthumous fame, too, he shall have when his antlered front, skilfully mounted, shall adorn the dining-room wall and his gallant bearing shall be narrated, over the walnuts and wine.

With a clear conscience, then, we paddled down the West Branch, and for four days we worked from dawn



HEAD OF A CARIBOU.

small stream we made our home camp, among a growth of big birches.

Next morning at day-break I started with my guide up stream, my companion with his guide taking a different direction. All day we waded, towing our canoe, and occasionally carrying canoe and load around the bad places.

The next day, finding a favorable place, we spent in building a dam which raised the back water a few inches, so that we could paddle our canoe. At last we came to the base of a high mountain which is evidently the home of big game. The ground was cut up with the tracks of moose, caribou and deer. We saw where Bruin had stripped the raspberry bushes of berries and leaves, and where he had tried his teeth and claws on a young spruce. Sable, fisher, or black cat, otter and lynx, or lucivee, are plenty. We pulled our canoe over several beaver dams and admired the skill with which they work, cutting the trees to lie with the butts down

stream, then laying on brush and so on to hold the final coating of mud. We did not see them, as they are very cautious animals—what a pity that Uncle Remus did not know Br'er Beaver! He would have made a good figure beside Br'er Fox and Br'er Rabbit.

The beaver are protected by law and are increasing. Whether they will ever be so numerous that their fur will be an important article of commerce, as formerly, I cannot say, but their presence in the forest adds a very interesting feature to the hunter.

Before nightfall our tent was pitched, our supper eaten, the canoe filled with sprays of fir to sit on, and we had paddled to a point selected by day-light for our ambush, and as night shut in we sounded our first call through the birch-bark horn. We listen for a half hour and then call again. Finally, away up on the ridge, we hear a gruff "o-o-o-ah"—a short, abrupt sound, something like a barking cough. My guide jogs the canoe, and I wave my hand to let him know that I realize that a bull moose is coming to our call.

At intervals he grunts or roars, each time nearer, then comes a crashing within a hundred yards, and then silence. A breath of air has sprung up and he is circling around us to catch our scent. We hear no sound, though we are listening intently, until in a few moments he has got to leeward of us, when he snorts and tears away like a demon. That moose will pay no attention to the charmer, charm he never so wisely, until at least twenty-four hours have passed.

For eight nights we sat in the canoe from twilight until sunrise, calling and waiting. Taking every thing into account as between hunter and moose, we think the balance of suffering is largely on the side of the former. He must sit in one position all through the long hours, not uttering a sound nor making a movement to start the blood through his stiffened limbs. All the time the frost is forming on his gun-barrel, or, as happened to us once, a tremendous thunder-storm comes on with a deluge of rain.

A night or two after our first answer from a moose, we succeeded in calling one down to the brook. The moon was shining brightly and, reflecting from his coat wet with the dew, made it look as if tipped with silver. He made a fine picture, standing there proud and expectant, and afforded a capital chance for a shot, but his antlers were not large enough to suit my notions, and I did not fire. He looked around for a moment, then, catching sight of us, whirled and plunged into the forest.

Another night a big bull moose with a cow came into the brook below us, and we paddled for them. The moon had set and the night was very

dark. We could just make out the cow moose standing in the brook as we swept by within ten feet of her, but the bull splashed on into a wide and deep pool and swam across it.

As he neared the shore I fired at the sound, but did not hit him. As he climbed the bank, I fired again, slightly wounding him, and he turned in an ugly mood to face us.

His broad antlers raked the boughs, but he evidently did not care to venture into deep water to meet an unseen enemy. For our part, we were at rather closer quarters than we liked, and the guide pushed the canoe off from the bank. I fired again and the moose turned into the woods. The next morning we came to the spot and followed the trail for several miles until we found where he had stopped to browse.

That settled it; his wound must be a trifle, which he minds no more than a foot-ball player minds a bloody nose. So we turned back, but before the day was out I had a bit of good luck which consoled me for my disappointment.

While paddling down the thoroughfare, as we rounded a bend, we came in sight of a fine bull woodland caribou, or American reindeer, within fair range, crossing an open bog. I fired twice and as the smoke cleared away, saw him fall dead. I found him a noble animal, about the size of a Jersey cow, with a wonderfully thick, soft coat of hair which really deserves the name of fur. His legs were long and slender but extremely powerful, terminating in big splay feet, with deeply cloven hoofs edged with a sharp downward-curved rim. The dew-claws, as large as ordinary deers' hoofs, touch the ground at every step, unlike those of other animals of the deer family. His graceful head was topped by a pair of tall spiky antlers, the two sides very different in form, as well shown by the accompanying illustration. I am told that this is almost always the case, and that no two individuals will be found with antlers just alike. The caribou is said to be a comparatively new denizen of the Maine woods, and a book which I have, written less than fifty years ago, giving a description of the back-woods of Maine, does not mention him. He has no equal in speed, and owing to the peculiar formation of his feet, he is quite at home on smooth ice and can travel over soft snow or boggy ground where a moose or deer would hopelessly stalled.

His flesh is the greatest dainty that the woods afford. The comparison in the sportsman's grammar is: Positive, moose; Comparative, venison; Superlative, caribou. W. T. J.

Concluded in our next.

The friendship which begins with a passionate fervor is rarely one of long standing. It burns out too soon. True and lasting friendships generally begin with moderate likings and grow with time.

Mr. Gerhard Titze, of Sweden.

Mr. Gerhard Titze is a very popular Swedish deaf-mute, and a gentleman for whom I have much admiration and respect. I have had the pleasure of his company on both sides of the Atlantic. Having again come across him in my rambles, it is only natural that I should grasp the opportunity of saying a few words about him in the SILENT WORKER. Mr. Titze, in response to my request, willingly granted me an interview. The following is a short account of his career, as near as I could make out. He conversed with me in German.

"I was born on the 21st of January, 1843, in a country parish in the neighbourhood of Gefle, in Sweden. My

Karlskrona, of which I am the president. I have also the pleasure of being a co-worker of the Swedish organ for deaf-mutes, *Tidning for Dof-Stumma*, at Stockholm, whose editor is Harald Berg."

SMALL OBSERVES.

BY THE SMALL OBSERVER.

The critic is a member of the human race, but it cannot be said he is humane. He loves to show what a small amount of brains he possesses by finding fault with what other people say and do. There are several kinds of critics, but I intend to sum up my small observes (which I never claimed were anything else) on one



MR. GERHARD TITZE.

father was the pastor of the parish. I became deaf at the age of five, through scarlet fever. I was sent to the Royal Institution for the deaf at Stockholm, where I stayed some six years. Dr. Bong was at that time the head master.

"At the end of my schoolboy life I worked as a joiner, and in 1864 left that trade to join the profession of teacher, my first place being at a private school for deaf-mutes at Stockholm. Since 1891 I have held the post of teacher at the Institution for Deaf and Dumb at Karlskrona. I have always taken the keenest interest in the welfare of my fellow-sufferers. I have been representative for Sweden at four international Congresses for deaf-mutes, namely, Prague (1881), Stockholm (1884), Paris (1889), and Chicago (1893).

"I am an honorary member of the Society of Deaf-Mutes in Stockholm, and have been member of the same since 1874. In 1890 I founded the Society of Deaf-Mutes in Sund and

kind of critic—the critic we see in the papers devoted to the cause of the deaf.

To begin with, it is generally some sore-head who seeks to show spleen through the columns of a paper. Of course he gives his writing *gratis* to insure publication.

He criticizes under a *nom-de-plume*, but the tone of his writings generally betrays him, so he has to change it.

He lies awake nights trying to think of some caustic remarks to make in his columns.

He even drags personalities into his discussions. Shame!

He gets so he thinks he is superior to other men. It is really the reverse.

A small dose of his own medicine will bring forth a lot of heart-rending wails.

Men cut a notch on their copy of Smith & Wesson's advance agent of death. When they meet him they address all the remarks it contains to him.

He calls some writers egotists, when

it is but fair they mention themselves. He is a bigger egotist than all the writers put together.

Why, the editor tolerates such a nuisance is a mystery.

Sometimes the critic is the editor himself.

Sometimes he has a small circle of cronies whom he takes delight in puffing.

He criticizes his enemies and makes them more bitter than ever against him. He criticizes his friends and makes more enemies.

He don't pay any attention to fair play, but slings his razor blades right and left.

Sometimes his remarks are found to be rather strong boomerangs.

He criticizes, because he has failed in both literature and art and thinks he knows enough to pick out faults.

He costs the editor more than one subscriber.

He has an idea sometimes he is original when his words can be found in Webster's Unabridged Dictionary.

He don't look before he leaps, and finds himself dancing on the coals and forgetting he is a Christian.

He is installed in "Room 13, Idiots ward, basement, with an extra hot fire to make up for the roasts he made on earth "after he passes hence."

* * *

I wonder do the teachers in some of our schools ever stop to think how much harm it does to allow idle talk among the pupils during class hours. I used to find it almost impossible to concentrate my attention on my work when a pupil while any talk was going on; as a result I could not find any interest in my work. It may lead to the free use of language, but I think a little *too* free.

* * *

I don't understand why some very tough specimens of our class are allowed to mingle with the respectable portion of it. Does it mean that in union there strength? Once a farmer had a rotten potato and 999 good ones. He thought if he put the rotten potato in the middle of the good ones they would make it good. He did so and forgot all about it, till he wanted to sell them to a speculator and on looking at them found he had just a thousand rotten potatoes. The one bad potato had spread its influence through the majority.

* * *

Strong drink is a bad thing. Many of our class have been dragged down to the lower levels by its influence. When a deaf person gets on a "jag," aided by his uncontrollable temper, he is just as bad as a Brooklyn trolley car running amuck.

* * *

Printers seem to be the Alpha and Omega of our class. The brainiest of them are generally leaders while the others are followers.

THE SMALL OBSERVER.

The Garden

Conducted by Mrs. Weston Jenkins.

There is no color in the world,
No lovely tint on hill or plain,
The summer's golden sails are furled,
And sadly falls the winter rain—
—Celia Thaxter.

THESE are the days when all our doors take on a hopelessly forlorn aspect and we must turn to books for enjoyment of the garden and the wonders of nature. The long winter evenings can be very pleasantly and profitably spent in reading up these subjects or in systematic study of Natural History. Then great is our pleasure when spring comes and we can go forth with our added knowledge, and see the garden, and indeed the whole landscape, with anointed eyes, as it were. The commonplace becomes transfigured and we pass into wonderland. There are many good books on gardening, ancient and modern. Gerard's *Herbal* is about the earliest English work on garden plants and is written in quaint but graphic Elizabethan English. Another old writer, Parkinson, in the times of Charles the first—wrote a book the Latin title of which, translated into English, reads *Parkinson's Earthly Park*. It is quite rare now. Mrs. Ewing, that charming writer for children and author of *Jackanapes*, has written a pretty story of the garden called *Mary's Meadow and Letters from a Little Garden*. The children in this story got their idea of sowing waste places with seed and planting flowers by the roadside from this old book which they find in their father's library. It is interesting to learn that from this little story there has sprung up in England a society called *Mary's Meadowing*—which has for its object the sowing of seed and making waste places bloom.

Some one has collected in a volume all the writings on the garden by classic authors—including Lord Bacon, Addison, Pope, Goldsmith, Horace Walpole, and John Evelyn. Most of these writers discourse on landscape gardening only, making scanty mention of flowers as if they were beneath them. "They are more fit for a woman's care," says Evelyn. One of the most beautifully written books of today is Ellwanger's "Garden's Story." It is a practical guide to the culture of hardy flowers, and yet, with the dainty touches of a literary man and a cultured one too, as interesting as a novel. We have read somewhere that an old time botanist had a garden planted with flowers that open at different hours and thus formed a

clock telling the time of day. As some flowers are affected by the weather, some refusing to open at all on rainy days, it could hardly have been a very reliable time-piece. People in those days took things easy, however, and there were no trains to catch.

It was a lovely fancy of the noble English dame who started a Shakespere Garden on her estate—to be planted only with those flowers he mentions in his immortal works. From the time "when daffodils begin to peer" what a wealth of bloom, for soon would follow

as John Burroughs and Olive Thorne Miller. Burroughs is our latter-day Thoreau. He writes so clearly that we feel we are by his side and see with his eyes. He writes too with a poetic touch and is never tedious and never dull. The secret of his success in seeing so much where others can discern so little is explained in the first chapter of his book—"Signs and Seasons."

"One has only to sit down in the woods and fields, or by the shore of the river or lake, and nearly every thing of interest will come around to him,—the birds, the animals, the in-

address their flower friends by their proper names. With such reading by us for the shut-in months,

"What matters how the night behaves,
What matters how the north wind raves,"

for we can still enjoy the garden in spirit.

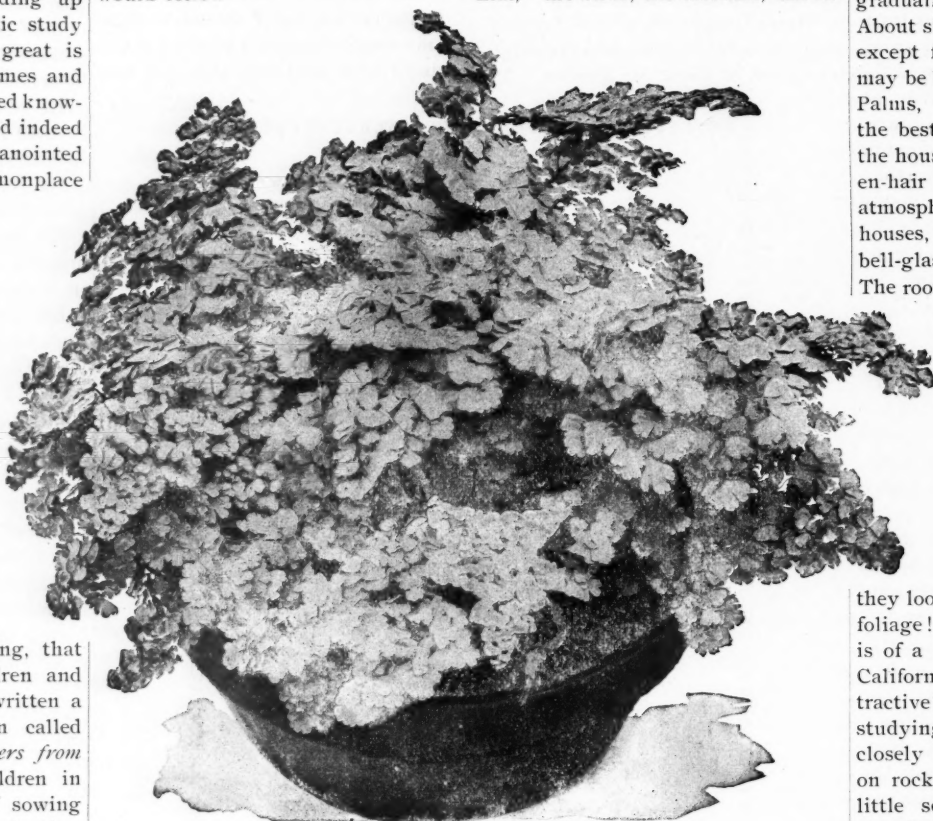
Few are able to own green-houses, and not every one has sunny bay-windows, and for these the best house plants are the bulbs,—tulips, Roman hyacinths, crocus and amaryllis, also Chinese lilies, grown in water. All these should be first put in a dark cool place and after being well rooted gradually brought to the light. About six weeks should be allowed, except for the Chinese lilies, which may be brought to the light in a week. Palms, ferns, and rubber trees are the best hardy decorative plants for the house. Such ferns as the maiden-hair cannot well stand the dry atmosphere of our furnace heated houses, and must be kept under a bell-glass or case when not in use. The roots of ferns live in very little

soil but the leaves must have moisture to keep their color. Not long ago we visited the United States Nurseries at Short Hills and saw the fern houses. Going into them was like leaving the polar regions to plunge into a tropical forest.

But how beautifully fresh they looked and how rich their green foliage! The illustration here given is of a great favorite. A lady in California has invented a very attractive fernery for the house. After studying the habits of these plants closely and seeing they often flourish on rocks, and grow where there is little soil, but always best where there is constant moisture in the air, she took a large porous earthen jar or olla, fastened wires to the neck to hang up, then she cut out a piece of fine wire netting to fit round the jar. On this she put a layer of moss loosely, then her fern roots were put on this and all bound neatly on the outside of the jar, which was filled with water. The water oozed through the soft clay and soon the ferns grew and before long a most beautiful mass of greenery grew around the jar in the shape of a ball. Such a fernery with care will last a long time. A pretty way to grow bulbs is to plant a handful in an empty grape basket, and when it is ready to bloom wrap in crepe paper and tie with ribbons, and then you have a dainty ornament for your table—or better still to send a sick friend and thus earn the gratitude of one human being.

I. V. J.

Nature ever yields reward
To him who seeks and loves her best.
—Barry Cornwall.



A BOWL OF FERNS

"Daisies pied and violets blue,
And lady-smocks, all silver white,
And cuckoo buds of yellow hue."

Then would come "Pansies for thoughts;" after that roses, and while not trying to "paint the lily," one would cherish that pure flower. There must have been

"A bank where the wild thyme blows,
Where ox-lips and the nodding violet grows,
Over canopied with lush woodbine,
With sweet musk-roses and with eglantine,"

and many other old time favorites. To love a flower but not know its history seems to us rather sinful. For those who wish to follow it from birth to death Grant Allen's book, *The Story of the Plants*, is simply and pleasantly written, avoiding scientific terms as much as possible. When it comes to Natural History all the school books of to-day contain many charming bits. Very young children and older youngsters can find things suited to their understanding. The *Youths' Companion* has such interesting and famous writers

sects; and presently after his eyes have got accustomed to the place, and to the light, and shade, he will probably see some plant or flower that he has sought in vain, and that is a pleasant surprise to him. So on a large scale the student and lover of nature has this advantage over people who gad up and down the world seeking some novelty or excitement; for he has only to stay at home and see the procession pass. The great globe swings around him like a revolving show-case; the change of the seasons is like the passage of new and strange countries; the zones of the earth, with all their beauties and marvels, pass one's door and linger long in the passing."

Here in Trenton we have another interesting author, Dr. Charles Abbott. Any one who has read his "Upland and Meadow," "Rambles in a Tree Top," will be ready for his other books as they follow in due course. F. S. Matthews, "Familiar Flowers of the Field and Garden," is a good guide for those who wish to

The Educational Value of Manual Training.

(Read at the Flint Convention, by Weston Jenkins, A.M., Principal New Jersey School for the Deaf.)

The maxim that the whole child should be sent to school applies with especial force in the case of the deaf child.

To him the teacher not only "stands in the place of the parent," but must, in great measure, supply the educating force, unconsciously perhaps, but not for that reason to less purpose, exerted on the normal child from a hundred different sources.

In developing the deaf child toward the standard of normal completeness, a high degree of importance must be attached to that part of education which may be called Manual Training, and which may be briefly defined as the training of the body to efficient service. That is, a satisfactory course of manual training should teach the body to report through its senses, quickly and accurately, to the intellect on external objects, and to perform through its muscles, quickly, accurately and efficiently, the dictates of the will. These services it should be capable of rendering continuously, through considerable periods, without excessive fatigue.

Without doubt, this training has high value in other than in its purely educational aspects. It tends to promote good order and discipline. The work done may have some present economic value and the skill acquired may and ought to be, in many cases, the direct means of earning a livelihood in the very branches taught at school. But it must be insisted that what we, as teachers, should have primarily in view in shaping our courses of manual training, as in all other branches of our work, is the development of our pupils into complete men and women.

According to this view, it should follow that manual training is not a thing apart, shut off by a sharp line from the education of the class-room. On the contrary, it is interwoven with it at a thousand points. The playground, the kindergarten, the gymnasium, the workshops and the art-room are all organs of the system of manual, or if a more accurate nomenclature be desired, the system of sense and muscular, training.

It is in accordance with this view, also, that manual training (to use the more convenient if less accurately descriptive term) should form a part of the child's education from the time of his first admission to school, and that a course of work, adapted to his age and strength, should be laid out to cover the whole period of school life.

It is not my purpose to attempt at this time to outline such a course. The preparation of such a plan by a competent hand would, no doubt, be a valuable service, and such a monograph would surely find means of

publication. But it is the purpose of this paper to furnish hints only, as to the lines on which such a course should be laid out and as to the principles which should underlie it.

The very first direction, I think, in which bodily training should proceed is in that of gymnastic exercises. To stand, to walk, to sit, to move the limbs freely and gracefully, all this is easier and more natural for the child to learn than are any of the simpler tasks (so called) involving finger-work. Nature teaches us this lesson, for the child runs and jumps and swings and throws the ball long before he attempts jack-knife carving.

Sense-cultivation should begin, also, with the child's entrance into school. The eye should be trained to distinguish numbers rapidly, then, as I think, simple color-work should be taken up, form work following.

If we analyze the impression which a visible object makes on us, I think we shall find that the first and the largest part of our thought of it is of its color.

The tactile sense may be trained, as in the ingenious course originating at the Clarke Institution, and a similar course for the sense of muscular resistance in lifting and pushing should be devised, although in completeness this belongs to a more advanced stage.

The senses of taste and smell cover fields less accurately known than those already treated, and the few distinctions which we make in odors and savors can easily be learned in the child's first year.

The feeling of creative power, which is at once the valuable result of proper education, and the keen incentive to effort, may be measurably secured even in the first year. Work in clay, or preferably sand, and the common kindergarten stick-laying are adapted to this end. Paper-cutting may be begun, but I would have this work, during the first year, rather for the sake of the language which it suggests, (and here is one of the points at which manual training inosculates with that of the class-room,) than as an exercise for training the muscles of the pupils. A farm-house with its surroundings, a furnished room and the like, are subjects that interest and furnish subject for much comment, which, expressed in English sentences, often make better lessons than can be got from the text-book.

All this is very simple, yet in this "baby work" we are leading up to every thing that gives value to the work of the skilled mechanic—the quick glance, estimating dimension and noticing form, the educated touch which often corrects the keenest eye, the judgment which determines weight and hardness—in fact, the very elements which differentiate the artisan from the mere workman.

If the primary training indicated above is what it appears to me, to be,

teachers of the deaf will perceive, on examination, that it tends to cultivate the habit of accurate observation and of close comparison, to strengthen the faculty of attention and to bring out the social feeling which unites the pupil with his mates and with his teacher in the pursuit of knowledge—all factors of the first importance in true education.

It must follow, then, *a fortiori*, that a course including drawing, form-work in plastic and in rigid materials, the use of that most simple yet most wonderful of tools, the needle, printing, the most mechanical of the arts, the most artistic of the trades, gymnastics, athletic games and games of skill, or a selection from these groups, must have a high value in its effect on the bodily health and vigor, on the intellect, on the will and on the character. Even if such training gave the pupil, on graduation, no advantage in the struggle for a living, the results would still justify the labor expended.

But, in point of fact, the man who has the ability to concentrate his attention, and to keep mind and body at hard work continuously without flagging, and who has the habit of working harmoniously with others, is the man who succeeds in any walk of life.

Besides this general advantage of a trained mind and body prepared to learn quickly and thoroughly whatever the hand may find to do, there may be mastery of a specific trade acquired at school, fitting the pupil to take his place at once, on leaving school, as a journeyman. How far it is desirable to aim at this end is a question the answer to which may vary under varying conditions.

The high success attained in this and other institutions, not only in teaching trades, but in teaching boys and girls through trades, is a full justification of the course these schools have followed.

This principle, however, should never be lost sight of—that it is not the tangible thing that we want, but the soul that is behind the thing. Intellect, will - power, discipline, good-will, these are of the Kingdom of God which, if we first seek, all other things shall be added unto us.

A DEAF-MUTES' CLUB.

Some of the Characteristics of the Members, Who Are Bright Young Men—How the President Lost the Power of Speech and Hearing.

Newark Sunday Call.

Last night a club composed of bright young men held a meeting at which not a word was uttered from the beginning to end. This club is the most unique of its kind in the city. It is nothing more nor less than an organization composed of deaf-mutes. It is known as the Deaf-Mute Society of New Jersey, and the club-room is on the top floor of 755 Broad street.

There is no more interesting club

in the city than this, as a *Sunday Call* reporter and a friend who were guests of the members can testify. Neither visitor understood the mute sign-language, yet after the first few minutes they found little difficulty in arriving at an understanding, and were able to converse with the mutes with comparative ease. A lead pencil and a pad of paper were in constant use on one side or the other. The young men of the club are so alert and bright and grasped meaning so rapidly that a written word or two was all that was necessary to form the basis of what was an interesting talk, paradoxical as that may seem.

When the reporter and his friend entered, one of the mute members was entertaining his fellows with a description of a series of athletic games he had seen during the afternoon. That his description of the details was graphic could be seen by the absorbing avidity with which the members watched the lightning movements of his fingers. It seemed strange at first to sit in a room with a dozen or more young men and not hear a word spoken, but the strangeness soon wore off. The New Jersey Deaf-Mute Society has been organized about two years and its membership is at present twenty-one, although plans are under way for increasing it and it is expected that before the Winter is over the membership will be more than doubled, as there are that many young men mutes in this city and vicinity. The officers for this year are: Arthur Lincoln Thomas, president; Paul E. Kees, first vice-president; Frank C. Lenox, second vice-president; James Nash, secretary; J. B. Ward, treasurer; John Limpert, sergeant-at-arms; Messrs. Charles Lawrenz, Jr., W. Hutton, and C. Hummer, executive committee. The officers and members expect, when the membership is increased, to be able to have permanent and more comfortable quarters than the present are. This back room on the top floor is in no way attractive, nor can it be called cosy. It is merely the anteroom to a lodge-room, with nothing in it in the way of decorations. When the membership has been increased it is expected that more comfortable and home-like quarters will be secured.

At present the members use this club-room only on Saturday nights. The business meetings are held on the last Saturday night of each month. On the other Saturday nights the members assemble for social intercourse. They spend the time playing games, and in their own silent way seem to enjoy their checkers, chess, dominoes, etc., like other people. Occasionally impromptu socials are held, of which ice-cream and other refreshments form a feature. The executive committee is now preparing a

Continued on Page 13.

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DECEMBER, 1895.

We learn that Bishop Doane of the Diocese of Albany has, after careful investigation, changed his opinion that a deaf man cannot properly be admitted to the ministry, and has decided to ordain Mr. Henry Van Allen. We are very glad to hear this, as Mr. Van Allen will, we are sure from our knowledge of him, be a useful and acceptable minister to the deaf.

The Bishop's willingness to change a conviction formed on insufficient consideration does him honor.

THE story is told of a gentleman well known in New York in his time as a banker, a turf man and a wit, that when a friend observed that the habit of stuttering had grown upon him since he used to live in Baltimore, he accounted for the fact in the concise answer: "B-b-b-bigger p-p-place!"

The same reason will, we think, justify us to our readers for giving up so much space this month to a sketch of the Mount Airy School. It is a "big thing" in every way; in the extent and value of its grounds and buildings, in the wisdom and liberality of its management, in the number of pupils and in the ability of its working force from the Superintendent down.

THE tone of the institution press has risen very much within the last few years. Personalities are less frequent, trivialities and nonsense are dropping out of fashion, and many of the papers give in almost every issue interesting information as to the work of the home school and fruitful discussions

of subjects which concern our work. With few exceptions, the papers now appear in creditable dress, as to paper and type, and we all know how much good clothes contribute to self-respect. It is noticeable that some of the best papers come from the smaller schools. We may mention (without forgetting that "there are others") the *Washingtonian*, the *Mentor* and the *Colorado Index*.

The changes noted indicate increasing liberality on the part of Legislatures and Boards of Directors, better technical instruction, and more intelligent editing.

As we write, it looks very much as if this country is in danger of a war with Great Britain, the only other great country in the world that has a free government.

Such a war would be the greatest possible curse to this country. We do not mean in the loss of life and the destruction of property chiefly, dreadful as that would be, but in the blighting effect on the national character. It would thrust us back a long way toward barbarism, cultivating hatred, malice, braggadocio and the other traits of the savage. It would repress all true patriotism, and would substitute that poor imitation which Dr. Johnson defined as "the last refuge of a scoundrel."

The male of any animal, down to a grasshopper, will fight: it is only the civilized man who thinks of and works for better roads, better schools, wiser and purer government—all these we need, Heaven knows how badly! And we must turn our young men away from such objects and we must accept as our type of patriot the drunken, blaspheming, licentious ruffian who is the typical product of the camp!

On the whole, we think there will be no war. We Yankees are not such fools as you'd think, to hear us talk.

THE following extract from an address by Mr. Banerji, the gentleman who is now at Gallaudet College preparing to teach the deaf in his native country, India, seems to us noble and pathetic. We have read, but perhaps we can hardly understand, what his caste is to a Hindoo, especially to a Brahmin whose birth-right places him at the summit of the long gradation which rises from the "mudsills of society" to the most exclusive aristocracy. In reading how he has sacrificed for the deaf so many highly prized privileges, and has even, in a sense, made himself an outcast, we are reminded of the burning words of St. Paul: "For I could wish that myself were accursed from Christ, for the sake of my kinsmen that are according to the flesh." After speaking of the four primary castes, the Brahmin or priestly, the highest of all, the Kshatriya, or warriors, the Vaisya or merchants and the Sudra, or menial caste, Mr. Banerji said: "There is no

intermarriage, no eating or drinking together, a Brahmin can not even endure to sit in the shadow of one from a lower caste. I myself, by coming to a foreign land, and by eating food cooked by other than a Brahmin, have lost my caste. When I return to India, I cannot eat with my own family. I shall be regarded as below the level even of the lowest Sudra."

WE have thought that the last word had not yet been spoken, as to the respective merits of the "pure oral" and of the "combined" or eclectic methods, for a public school for deaf children. Not so long ago, in Portland, Maine, after experience of the oral method through a term of years, and after careful investigation of both methods as applied in different schools, the governing body of that school made the change to the "combined" plan. Within the present season, the Chicago Day School has been changed from a "combined" to a "pure oral" school, after a vigorous campaign in which such eminent men as President Gallaudet on the one side and Col. Parker on the other engaged actively and at close quarters.

Among the deaf themselves we have the spectacle both in this country and in Germany of an earnest movement against the pure oral system, and on the other hand (at least as far as our observation goes) of the unanimous demand on the part of deaf parents of deaf children that their children be taught to speak. We do not pretend to be able to settle the questions raised by the several parties in interest, but we beg the combatants to remember "even in the very tempest and whirlwind of their passion," that it is not necessary to get red in the face and to charge one's opponent with dishonesty in order to show one's own sincerity. On the contrary, when one begins to call names, the audience begin to suspect that his supply of arguments has run out.

WE reprint from the *Michigan Mirror* a paper on Industrial Education read before the National Convention at Flint last summer, by the Principal of this School. We do not profess that the view of the subject presented in this paper involves any new principles. Every one who has written on any phase of education has always said that the habit of exactness, of close observation, the power of close attention and of sustained exertion of body and mind are requisites and are the masters of success.

Exactly! "Ye say and do not." We have said all these fine things with more or less of force and grace according to our several gifts—and then we have put our boys to work glueing broken chairs under the oversight of a "jack-leg" carpenter and have called that "industrial education."

The purpose of this school in its industrial departments is, as outlined in the paper mentioned, to train the pupil first of all in right working habits of mind and body; after this—distinctly after this—to give him or her the best knowledge of a handicraft that is possible, under the limitations imposed by the fact that they are in a school, not in a factory; next, but next by a long interval, to turn out useful work. The purpose may or may not be the wisest one possible to be chosen, it may or may not be carried out successfully, but at least it is clearly conceived and sharply defined, and to its accomplishment the work of intelligent and faithful teachers is devoted in the work-rooms, the gymnasium and the kindergarten.

THE people of Trenton had an opportunity on Sunday the 1st inst., to learn more about the state of affairs in Asiatic Turkey than could be got from reading all the letters and editorials on the subject of which the papers are so full. Prof. Riggs of the New Brunswick Theological Seminary, the son of an eminent missionary to Turkey and himself born and reared in Constantinople, gave an address on the Eastern question at Association Hall.

While giving the Turkish peasantry credit for the manly virtues of courage, obedience and reverence for old age, he made it clear that the Turkish power gives no government, in any proper sense, to its Christian subjects, but only inflicts on them a systematic course of plunder and outrage. Cruelty is ingrained in the Turk and contempt and hatred for the unbeliever is taught by his religion. So that, the more religious a Moslem is, the more ready he is to cut a Christian's throat. Prof. Riggs told many anecdotes from his own personal knowledge which brought vividly home to his hearers the sufferings of the Armenians. Our sympathy is with those poor people and we would gladly send food and clothing to them, if such relief can be made to reach them.

THE following answers of pupils are taken, not from the papers of deaf children, but from public school work. We reprint them from *The Teachers' World*.

"In Austria the principal occupation is gathering Austrian feathers."

"Columbus knew the earth was round, because he balanced an egg on the table."

"Alfred the Great reigned 872 years; he was distinguished for letting some buckwheat cakes burn and the lady scolded him."

"The two most famous volcanoes of Europe are Sodam and Gomorrah."

"Julius Caesar was quite a military man on the whole."

"Things which are equal to each other are equal to anything else."

By an oversight we failed to indicate, last month, that the sketch of Mr. Swiler, as well as the article on the Wisconsin Institution, was written by Prof. Warren Robinson.

LOCAL NEWS.

—We wish all a "Merry Christmas and a Happy New Year."

—The Christmas vacation extends from the 21st of December till January 3, 1896.

—The girls are to have a nice corner room fitted up for a reading and sitting room. It will be neatly papered and painted and suitably furnished.

—Mr. Anthony Capelli, assistant instructor in printing at the Fanwood, N. Y., School, was the guest of Mr. and Mrs. G. S. Porter on the 14th and 15th inst. Mr. Capelli is an expert printer, and gave as his opinion that our printing office was first class. He also spoke in high terms of our industrial building.

—We had a very pleasant visit on the 6th of this month, from Miss M. Gay Trout, a teacher in the Virginia School, who has been sent to visit different schools in the North, to see their work. She was especially interested in the drawing, kindergarten and other primary work. She left us to go to Philadelphia the same afternoon.

—Miss Minnie G. Mickle, formerly a pupil here and later a student at Gallaudet College, was married on the 11th instant to Mr. Jay C. Howard, of Duluth, Minn., a recent graduate of the College. Mr. Howard has lately finished a very fine house at Duluth, planned by Mr. Olof Hanson the deaf architect. We wish the happy pair success and long life with all other good things.

—The ladies of the Hamilton Ave. M.E. Church held a fair on the 11th and 12th of this month, which was very successful. As usual, the deaf girls who belong to the Sunday School had a booth, well filled with fancy work of their own making, much of it very nicely done and tasteful. The pupils who took part in the work were allowed to spend an evening at the fair and enjoyed it very much.

—On Tuesday the 10th of this month, we were favored with a visit from Dr. Gillett, the President of the National Association. He remained until the afternoon of the next day, visiting all departments of the institution. He is in his way home from his southern tour, and his next stopping point was to be New York. He expects to be at his home in Jacksonville, Ill., by Christmas. During his visit he was entertained by the Principal at his home.

—Trenton people had an unusual opportunity to learn about the Armenian question on Sunday, the 8th, when Prof. Riggs, of New Brunswick, N. J., gave an address on the subject in the Y. M. C. A. hall. Prof. Riggs is the son of Dr. Elias Riggs, an

eminent missionary now living at Constantinople at the age of eighty-four. Prof. Riggs himself was brought up in Turkey and speaks several Oriental languages easily. He confirmed from his own knowledge the worst accounts that we hear of Turkish tyranny and cruelty.

—The improvements around the new building have now been completed. The new area gives much more light in the basement and will make the air much more free from dampness. The outer area wall has around it a strong and ornamental iron fence. The driveways have been moved and the grading changed so that, even in the heaviest rainfall, the water must run away from the building. A wide stretch of lawn will extend from the rear of the main building. The ground has been carefully prepared and sown to grass and it only remains for Nature, with rain and sunshine to "do the rest."

—Mr. and Mrs. Jenkins and Miss Bunting were present at the wedding of Miss Jean G. Hoffman to Mr. John H. Baird on the 5th instant, at "Lasata," near Englishtown, N. J. the residence of the bride's father, Ex-Judge William T. Hoffman. The occasion was a very pleasant one. Many of the most prominent people in the State were among the guests and every thing passed off happily. The bride's family are among Miss Bunting's most intimate friends, and are near neighbors, during the summer, of Mr. and Mrs. Jenkins. Mr. Hoffman is one of the leading lawyers in the state.

—Our Thanksgiving passed off very pleasantly. The dinner "could n't be beat." Such fat, tender turkeys, so skilfully cooked, are seldom placed on a table, and everything else was to match. Everybody ate until he could eat no more. But by half past three the boys of the foot-ball team had recovered sufficiently to begin their game with Christ Church Guild, which they won—12 to 6. At supper they had ice-cream, and in the evening a pleasant social reunion. The matron, the steward and the cook have the hearty thanks of all the pupils for their successful efforts to give them a happy Thanksgiving.

CATALOGUES RECEIVED.

Jos. H. Black & Son, Hightstown, N. J.—This is an old and very favorably known firm, dealing chiefly in nursery stock. They advertise this year a new cherry, the Mercer, introduced by them and of which they have exclusive control. It is described as of first quality, early and productive, the fruit large and entirely exempt from the attacks of the cherry worm which of late years has been such a pest to fruit-growers. Their list of peaches is very large and well chosen.

FOR THE SILENT WORKER.

THE VOICES OF A DAY.

B. H. SHARP.

The clarion ring of the morning,
The answering fowl doth wake;
With vigor anew then returning,
Bid gladly my duties take.

The song of the bird at the fountain,
Awakens the soul to praise;
The stream with dash down the mountain
A paean of joy to raise.

The hum of the bee in the meadow,
Delight to the hearer gives;
And calls him afar from the shadow—
From under the gloom he lives,

The dashing bright rain of the shower,
Enlivens the weary field,
And bide again with new power,
My heart cheery songs to yield.

The terrible crash of the thunder,
Headlong in its dash to earth,
Arouses the spirit to wonder,
Renouncing its careless mirth.

The cricket chirp in the evening,
From under the mossy stone,
Is balm to remove my complaining,
And gladly forget, in the home.

A message with each to my soul is given—
A message from God above,
To call me up nearer to heaven—
To dwell in the realms of love.

OUR PRINCIPAL'S BIRTHDAY

The school closed for the holidays December 20th, but the day had another feature of interest to us, it being the fiftieth anniversary birthday of our esteemed principal, Mr. Jenkins.

On entering his office in the morning he found upon his desk a handsome bouquet of roses from some of the pupils. But still another surprise awaited him at the morning recess, at which time the teachers and officers quietly assembled in the reception room, to which he was invited, and Mr. Sharp, on behalf of those present greeted him, with as few words, as follows:

There are certain occasions in our lives that are of such importance that every returning anniversary of the same we hail with joy, glad to keep in remembrance. Obviously the most important one is our birthday, the anniversary of which we look to with pleasure, receiving the congratulations of our friends. It is also a day to us for retrospection, when we calmly survey the past with its successes; for introspection, when we look within and see what we are in development of character; and, if I may coin a word, for prospection, when we look to our ideals, and once more set forth to attain them.

On this happy occasion, we, the teachers and officers, wish to congratulate you upon the degree of success which closes your fiftieth year, hoping you may attain not the three-score and ten years only, but another fifty of usefulness. We wish, also, to express to you our appreciation of your uniform kindness in our mutual relations, in token of which I have the very great pleasure in presenting to you this memento of the occasion. With it we also wish you a "Merry Christmas and many, many Happy New Years."

Mr. Jenkins was then presented with a fine silk umbrella, with his name engraved on a gold plate on the handle. In response to which he said:

I assure you this gift is appreciated, and I wish to thank you all for this token of re-

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spect. It illustrates the truth of scripture, "Cast thy bread upon the waters and thou shalt find it after many days." The many umbrellas which I have left in cars, etc., are now coming back in much finer appearance, reminding me of what St. Paul so beautifully says of the resurrection. Whether I shall attain the one hundred years or not I shall remember the gift. S.

THE DEAF LORD SEAFORTH.

In the ordinary editions of Scott's poetical works is to be found the song entitled, "Farewell to MacKenzie, High Chief of Kintail," a version from the Gaelic original. The Earl of Seaforth was chief of the clan of MacKenzie. He is said to have been a man of great talents and ability, occupying positions of trust in connection with his title as chieftain of a great clan. The poem in Scott's works bears the date of 1815. This nobleman took part in an insurrection in favor of the Stuart family in the year 1718, and was obliged to take refuge in Spain. We give but one stanza, the one that alludes to his misfortune,—

'In vain the bright course of thy talents to wrong,
Fate deadened thy ear, and imprisoned thy song;
Far brighter o'er all her obstructions arose,
The glow of thy genius they could not oppose;
And who in the land of the Saxon or Gael,
Might match with Mackenzie, High Chief of Kintail?"

One day this Lord was invited to dine with Lady Melville. Choosing a friend who could spell on her fingers the hostess sent her to the drawing-room to meet him. On entering she met Lord Guilford and believing him to be Lord Seaforth, she began a lively conversation on her fingers to which the Lord responded in kind. When Lady Melville came in later the friend turned to her and said "Well! I have been talking away to this dumb man." "Dumb, bless me!" Lord Guilford exclaimed, "I thought you were dumb." I. V. J.

THE SCHOOL-ROOM

Conducted by R. B. Lloyd, A.B.

SOME one has made the remark that an uneducated hearing man is more intelligent than an educated deaf-mute. I suppose he meant that the general run of deaf-mutes with whom he comes in contact do not show so much acquaintance with ordinary affairs as the hearing man who has had little or no schooling, but is able to read. There is little truth in the assertion, but, until the deaf-mute can read and understand what he reads, current events, as detailed in the newspapers, are unknown to him, except so much as he learns through signs from his companions. Too much time is usually given in our schools for the deaf to the acquisition of facts from books and to the retention of these facts by frequent reviews. Many intelligent people know very little of history and science, but no one ever discovers it. No one would probably discover whether a deaf-mute was versed in the past history of the United States, nor take note of it if he were not so versed, but he would be surprised to find him unacquainted with current events. Let us pay more attention to current events and to the things around us in our teaching. Books are good in many ways, but a thoughtful and skilful teacher is better for young pupils than books.

R. B. L.

Question Papers.

I.

SHOES.

1. What size of shoe do you wear?
2. What is the price of a good pair of shoes?
3. Who sells shoes?
4. Who repairs them?
5. What is the price of soling and heelings?
6. Which do you prefer, button-shoes or lace-shoes?
7. Why do we wear shoes?

II.

COLLARS.

1. What size of collar do you want?
2. Which do you want, a standing-collar or a turned-down-collar?
3. Do you like paper-collars?
4. Do you ever wear celluloid collars?
5. What is the price of a linen collar?
6. What style of a collar do you wear?
7. Who sell collars?

III.

HATS.

1. What style of hat do you wear?
2. What style do you prefer?
3. What are hats made of?
4. What is the price of a hat?
5. Who sells hats?
6. What is your size?

IV.

COAL.

1. Can you kindle a fire?
2. How do you do it?
3. Where do men get coal?

4. Is it hard work to get it out of the mines?
5. Why is it dangerous to work in a coal mine?
6. What are people called who work in mines?
7. What is their business called?
8. How much is a ton of coal worth?
9. What size do we generally use in our stoves?

V.

TRADES.

1. What are men called who make tables, desks, chairs, book-cases, etc?
2. What are men called who shoe horses, make horse shoes, etc?
3. What is their business called?
4. What are men called who sell meat?
5. What are men called who sell tea, coffee, sugar, flour, etc?
6. What is their store called?
7. What are men called who sell writing paper, envelopes, pens, ink, etc?

VI.

Tell what the following articles are for:—

Scissors.	Suspenders.
Broom.	Watch.
Match.	Axe.
Blacking-brush.	Basket.
Foot-ball.	Mittens.
Bat.	Spoon.
Coal.	Fork.
Hammer.	Gun.
Thimble.	Nail.
Garter.	Spectacles.

Compositions.

(Suggested by a Picture of Santa Claus.)

He is fat and old. He has long white hair. He is good and kind. He is a pleasant looking old man. He has a sleigh and eight deer. His sleigh is full of toys. He will put the toys in the stockings. The ground is covered with snow. The deer run fast. He will come on Christmas. I am going home to spend Christmas. I hope Santa Claus will give me some things.

THE BAT.

The bat is covered with hair. He can fly. He looks like a mouse. He flies by night. He eats insects. He has sharp teeth. His eyes are very small. I do not like bats.

Arithmetic.

SOME QUESTIONS TO MAKE YOU THINK.

1. What per cent of this class are boys?
2. The New York Base Ball Club lost 40 games and won 70; what per cent did they win?
3. What per cent of the books on the table are geographies?
4. What per cent of the teachers are men?
5. What per cent of a pound is an ounce?
6. What percent of a mile is a yard?
7. It is about 15 miles to Princeton. A boy rode 12 miles of the distance and walked the remainder. What per cent of the distance did he walk?

(Problems Solved by Pupils in Class II.)

I.

If a car runs 16 miles, 25 rods, 12

feet in 40 minutes, how far will it run in 24 hours at the same rate?

24 hrs. = 1440 min. = 36 times 40 min.

The car will run 36 times as far in 24 hours as in 40 minutes.

16 mi. 25 rd. 12 ft. = 16 mi. 25 rd. 4 ft.

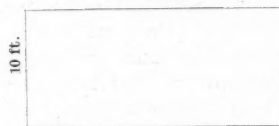
miles	rods	yards	feet
16	25	4	0
		36	

Ans. 578 mi. 286 rd. 1 yd.

II.

A man paid \$660 for a piece of land 8 rods long and 10 feet wide, and sold it at 60 cents per square foot. What did he gain?

8 rds.



8 rd. = $16\frac{1}{2} \times 8 = 132$ ft.
 $132 \times 10 = 1320$ sq. ft.
 $1320 \times .60 = \$792.00$; selling price
 $\$792. - \$660 = \$132$; gain.

III.

A debt of \$147.16½ ran 6 yrs. 11 mos. 17 da. before it was paid. Two years interest was thrown off. Find the amount due at 8 per cent.

147.165
 .08

\$11.7733; int. for 1 yr.

4343

\$47.09

11.35

\$58.44, int. for 4 yr. 11 mo. 17 da.
 147.16

\$205.60; am't. due.

Reproduced Stories.

THE BATTLE OF AUSTERLITZ.

To-day is the anniversary of the battle of Austerlitz.

Austerlitz is a small town in Austria. It is famous for the great victory of Napoleon over the armies of Russia and Austria led by their emperors on December 9, 1805. After the battle many of the allies tried to escape across the river on the ice, but Napoleon ordered his guns to play upon the river. The ice was broken up and 2000 men were drowned.

II.

GUSTAVUS ADOLPHUS.

To-day is the birthday of Gustavus Adolphus. Gustavus Adolphus was born in Stockholm, Sweden, Dec. 9, 1594. He was grandson of Gustavus Vasa. He was only seventeen years old when he began to reign. His name is one of the most faultless in the great roll of kings. He was likewise a great general and never lost a battle of any importance. As long as he lived Sweden was the best governed country in Europe. He was killed at the battle of Lutzen in 1632, when thirty-eight years old.

Geography.

I.

1. What is the capital of the United States?
2. Where is it?
3. Why is it called the capital?

4. What is the capital of New Jersey?

5. Where is it?

6. Why is it called the capital?

7. What is the largest city in New Jersey?

8. In what direction is it from Trenton and how far is it?

9. What is the largest city in the world?

10. What is the largest city in the United States?

11. Which is the larger, London or New York?

12. What state is west of New Jersey?

13. What river is between them?

14. Which way does it flow?

II.

COTTON.

1. Where does cotton grow?
2. Why does it not grow here?
3. Have you ever seen a cotton-plant?

4. For what is cotton chiefly used?

5. What becomes of most of the cotton which grows in the southern states?

6. Name some of the qualities of cotton.

7. How is cotton sold?

8. Which makes the best cloth, cotton or wool?

Which costs the more?

III.

CHINA.

1. In which hemisphere is China?

2. In which continent is it?

3. What ocean washes its shores?

4. What kind of climate has it?

5. What do we get from China?

6. What kind of people are the Chinese?

7. What is the chief food of the Chinese?

8. How do they eat it?

9. What can you say of the size of China?

10. What can you say of the population?

11. Are the people Christians?

12. Do the Chinese like to have white men travel in China?

13. How do the Chinese dress?

14. Are there any Chinese in Trenton?

15. What occupation do they follow?

16. How far is it from here to China?

17. What line of steamships takes people from San Francisco to China?

18. How long does it take?

IV.

Write a composition about New York State referring to the following points:

Position.	Important cities.
Boundaries.	Products.
Shape.	Minerals.
Size.	Occupation.
Surface.	Population.
Rivers and Lakes.	Education.
	History.

Questions in Natural Philosophy.

1. Name five or six properties of matter.

2. To what property of matter does wire owe its utility? a ball? a hammer?

3. If, when you are riding down hill on a sled, the sled runs into a stone, what happens to you? Why?

4. Can you destroy matter?

5. Why does not the addition of a little sugar or salt to a full cup of water cause it to overflow?

6. Name some substances which are malleable.

7. Why is gold called a ductile substance?

SUGGESTIONS FOR THE STUDY OF CHILDREN.

(From Kirkpatrick's Psychology.)

I. GENERAL FACTS.

(a) Name of observer; (b) name of child; (c) sex; (d) age; (e) birthplace (state or country); (f) birthplace of father; (g) of mother; (h) occupation of father; (i) education of father; (j) of mother; (k) ages of brothers and sisters; (l) other members of family; (m) intimate companions; (n) number and kind of books, papers, and magazines in the home; (o) portions of life spent in (r) city, (z) village, (j) country; (p) journeys taken; (q) amount and kind of instruction given (r) at home, (z) in kindergarten and school (r) other important environments or influence, including natural scenery and social organizations.

II. PHYSICAL CHARACTERISTIC.**1. Description of Body and Features:**

(a) large or small for age; (b) slender or stout in build; (c) color, amount, and characteristics of hair; (d) color, size and brightness of eyes; (e) hair-line high or low on head; (f) forehead, high or low, bulging, straight or sloping, wrinkled or smooth; (g) eyebrows, scanty or full, arched or straight, meeting or separate; (h) nose, large or small, thin or broad, pointed or pug, straight or curved; nostrils, large or small; (i) lips, thick or thin, curved or straight, equal or unequal in size (j) mouth, large or small, character of wrinkles about it; (k) teeth, large or small, white or colored, regular or irregular, sound or decayed; (l) chin, large or short, pointed, blunt or dimpled, point in a line with mouth, in front or back of it; (m) character of curve from lip to point of chin; (n) eyes, deep set or well forward, full or hollow under them, smooth or wrinkled around them, lashes numerous or scanty, long or short (o) cheek-bones, high and prominent or not, cheek, round, full, or hollow; (p) shoulders, broad or narrow, straight or bent, round or square (q) body, flat or round, straight or bent; chest, depressed or full; (r) describe any other physical peculiarities.

2. Measurements of Body and Head:

(a) Height (r) standing, (z) sitting; (b) weight; (c) reach (arms extended); (d) distance around head just above the eyes; (e) distance from the opening of one ear to that of the other; (r) straight over head, (z) in front just at hair line, (j) in rear over greatest prominence, (q) in front just above the eyes, (s) around point of nose, (6) across the chin; (f) distance from hair line (r) to occiput, (z) to central part between eyes, (j) to point of nose, (q) to point of the chin; (g) circumference of neck; (h) (r) height of ear, (z) width; (i) distance (r) from right ear to central point between eyes, (z) to point of nose, (j) to point of chin; (j) distance from left ear to points r, z, and j, above; (k) remarks.

3. *Attitude and Movements:* (a) Position and characteristic movements of (r) head, (z) eyes, (j) body, (d) arms and hands, (s) legs and feet, (b) frequency, regularity, grace, rapidity, accuracy of movements in work and play and in special tasks and tests; (c) expressiveness of face.

III. MENTAL CHARACTERISTICS.

Observe and report as many facts as you can, bearing upon the following points:

1. *General:* Evidences of influence of special environment or independence of it.

2. *Interests and Attention:* Extent to which he is interested in games, occupations, objects, reading matter, and kinds of each most liked; kinds of things most attended to; length of time attention is given to one thing; power of voluntary attention.

3. *Senses:* Perfection or imperfection of sense organs; power of discrimination with each; which is most used.

4. *Perception and Apperception:* Rapidity and accuracy of perception; tendency to call up things that are being perceived; readiness in noting relations.

5. *Imagination:* Vividness and accuracy of his reproductive and constructive imagination; tendency to use creative imagination and character of creations.

6. *Memory:* Readiness in acquiring, retentiveness, accuracy; kinds of facts learned best; kinds of mental images used; relative goodness of memory for words, for ideas, and for experiences; inequality of power to recall and to recognize.

7. *Association:* Kinds most prominent in thinking; logical consistencies of ideas.

8. *Conception:* Definiteness of conceptions; modification of them; tendency to generalize and accuracy of generalizations.

9. *Reasoning:* Tendency to reason inductively or deductively; basis of reasoning, accuracy.

10. *Habits:* Readiness in forming; permanency; power and tendency to change them; similarity of actions from day to day; order and system in doing things; neatness in personal habits.

11. *Sensory Feelings:* Sensitiveness to pleasant and painful sensations general and special.

12. *Feelings of Activity:* Evidence of feeling experienced in notion, in perceiving, in using the different kinds of imagination; in memory; in classifying things; in forming general notions and in reasoning.

13. *Self-feeling:* Existence and prominence of self-consciousness, bashfulness, confidence, pride, fear, anger, regard for self.

14. *Sympathetics:* Sympathy for persons, animals, or things; sense of humor.

15. *Sentiments:* Love of truth, ap-

preciation of beauty; regard for the right.

16. *Social Tendencies:* Desire for companionship; tendency to lead or follow; regard for pleasures of companions.

17. *Disposition:* Cheerfulness, evenness, tractableness.

18. *Imitation:* Power to imitate accurately; tendency to imitate.

19. *Self-control:* Power of self-control; tendency to control.

20. *Will:* Tendency to direct own actions; to follow example, suggestion, or command; relative prominence in willing of impulses or of ideals of the proper thing to do; relative importance of near as compared with remote good or evil as motives to action; rapidity of decision as to course of action; firmness in adhering to a plan once adopted, etc., etc.,

TEMPERAMENT IN EDUCATION.

(From a circular issued by the Iowa State Department of Public Instruction.)

I. SANGUINE TEMPERAMENT.**PHYSICAL CHARACTERISTICS.**

- | | |
|--------|--|
| Color. | 1. Hair—Red or reddish. |
| | 2. Eyes—Blue. |
| | 3. Complexion—More or less florid (color of the face). |
| Form. | 4. Face—Square. |
| | 5. Nose—Outspread. |
| | 6. Neck—Short. |
| | 7. Build—Thick-set. |

MENTAL CHARACTERISTICS.

1. Impulsive—buoyant and cheerful—favorable conclusions thoughtlessly drawn.
2. Excitable—readily provoked—easily reconciled—emotional.
3. Ardent in everything—not persistent.
4. Not enduring in work.
5. Muscular pursuits preferred to intellectual.
6. Equally happy in the pursuit of little as of the great ends—more happy in pursuit than in enjoyment.
7. Firm, outspoken speech—not minutely informed.

II. BILIOUS TEMPERAMENT.**PHYSICAL CHARACTERISTICS.**

- | | |
|--------|--|
| Color. | 1. Hair—Black. |
| | 2. Eyes—Black or dark brown. |
| | 3. Complexion—dark or darkish, pale olive. |
| Form. | 4. 5, 6, 7. Same as in Sanguine. |

MENTAL CHARACTERISTICS.

1. Not impulsive—serious—conclusions thoughtfully arrived at.
2. Passionate—jealous—revengeful—unscrupulous—in business matters cool and wary.
3. Eager—earnest—persistent.
4. Enduring in work.
5. Business or gainful pursuits preferred to muscular or intellectual, but able to excel in all.
6. Happy in the pursuit and attainment of wealth, power, and family welfare.

7. Decided speech—always ready and informed.

III. LYMPHATIC TEMPERAMENT.

- | | |
|--------|---|
| Color. | 1. Hair—Fair brown (flaxen). |
| | 2. Eyes—Brown, gray green or light hazel, thinly colored, lusterless, dim-eyed. |
| | 3. Complexion—Colorless, opaque. |
| Form. | 4. 5, 6, 7. Same as sanguine and bilious. |

1. Not impulsive—slow—heavy—conclusions thoughtfully arrived at.
2. Not excitable—not easily provoked—forgives, but never forgets.
3. Persistent—not ardent.
4. Enduring in work—a plodder in business.
5. Muscular pursuits avoided.
6. Happy from personal comforts and indulgence.
7. Slow manner of speech—always informed.

IV. NERVOUS TEMPERAMENT.

- | | |
|--------|--|
| Color. | 1. Hair—Light brown. |
| | 2. Eyes—Gray. |
| | 3. Complexion—Pale, clear. |
| Form. | 4. Face—Tapers to a narrow chin from a high or broad forehead. |
| | 5. Nose—narrow. |
| | Build—Slight, slim, never corpulent; often very tall and extremely thin. |

1. Impulsive—animate—rapid conclusions so hastily drawn that they are often regretted.
2. Excitable—readily provoked—reconciled immediately—imaginative sensitive—particular—fastidious.
3. Irresolute—persistent after final decision.
4. Enduring in work—will never give in—in danger of physical bankruptcy.
5. Intellectual and muscular pursuits preferred.
6. Happy from whatever pleases the senses and enriches the mind, as art, travel, literature.
7. Speech rapid, often very rapid, frequently undecided—precision gives place to fancy.

WORK.

All true work is sacred; in all true work, were it but true hand-labour, there is something of divineness.

—Thomas Carlyle.

What is noble? Is the sabre
Nobler than the humble spade?
There's a dignity in labour
Truer than e'er pomp arrayed?
Charles Swain.

One always has time enough, if one will apply it well.—Gæthe.

THE SEASONS.

Autumn: wheezy, sneezy, freezy;
Winter: slippery, drippy, nippy;
Spring: Flowery, showery, bowery;
Summer: hoppy, croppy, poppy.
—John Brady, in *Old Calendar*.

The Deaf of New York

What They Do--What They Think About.

THE printing trade in New York is busted.—Report.

How far reliable this report may be will be seen in the following: I finished up my work one Tuesday afternoon and took a train for downtown. Finishing the object of my errand I dropped in the "call" room of Typographical Union No. 6. It was three years ago I last visited this place. It is here where the ragtag and bobtail compositors gather, and faces familiar there three years ago were there still, a little the worse for wear. Whether they lived there I do not know, but I encountered three deaf-mutes. "Out of work as usual," was my greeting. They "explained" how things went on ever since I was there on a visit last. "Big money," "lots of fat," etc., yet I wondered why they were not still at work. One said, "I was given a call card which directed me to Brooklyn—the *Metropolitan*. They gave me as time hand six dollars (\$6) a day; but the workmen remained there only a few days, for on the piece system they could "earn" \$14 or \$15 a day. I found it out also and quit."

I am not very well posted as to this particular office, but the absurdity of such talk is apparent. Some of our "great workers" do not get \$6 a day. What deaf-mute, satisfied that he was turning in a little more work than his wage demanded, wouldn't be satisfied with \$6 a day? That it was false is sufficient. It is preposterous to claim a man could steadily earn \$14 a day at the case, except once in a great long while. He showed me his Union card. He pointed with pride to a couple of months where he had applied for "free dues." Free dues are allowed a man when he shows he has had no work during the month. Yet he was not ashamed when I asked him, why, being blessed with youth, and living in such a city as New York, he did not look for work instead of waiting for it to come to him by chance.

He further said: "The Relief fund is a new creation. A man who has had no work during the week is allowed \$2; a married man, \$4." And he pockets his \$2 a week as if he were dependent upon it.

When I pointed out to him the Brooklyn Union had busted for lack of support, he said: "Ah! that's the work of machines!"

This is the specimen of printer that Mr. Donnelly points out as a victim of machines, and out of work. They are shift-shafts that get the boot wherever they go.

Most assuredly, the deaf-mute printers and compositors in New York city were never so well employed as they are now-a-days. A "few" of the class I have mentioned are the cause of all this late newspaper talk. Truth is stronger than fiction. They must either be very poor workmen or do not try to get work.

A mother in New York City has three deaf-mute sons. One of them is still at school. Two recently graduated. This mother has a brother who controls a large printing establishment. Under the impression that after leaving school these sons would have life positions under their uncle, she encouraged them to learn and

through the one and many weekly papers for the deaf.

Remarked one of those typical New York deaf-mutes, who has a critical eye open at all times, and whose of forethought and observation are deep-seated and clear: "Wouldn't it appear to you, after reading column upon column of the varied opinions published as to what deafness is, you could frankly say, nobody really knows?" And yet I cannot but agree with him, for experience and observation have taught me that it is a subject as yet unsolved in its different phases and one that coming generations may well take in hand. No part of the human body can be said to be clearly understood until defects have been remedied; and the defect, deafness, has baffled the skill and ingenuity of our most noted doctors and scientists to such a degree that little or no encouragement is given.

The deaf-mutes that come over to New York from New Jersey once in

entertainments given in the hall annex of the church of St. John the Evangelist speak of many more to come. The question of securing rooms to hold sociables, etc., in, as in the old Guild Rooms of St. Ann's, has been settled. These entertainments deserve and should receive the patronage of the deaf public regardless of religious denominational lines, for they are to benefit the aged and infirm deaf of the Gallaudet Home, at Poughkeepsie.

ROBERT E. MAYNARD.

NEWARK JOTTINGS.

Thanksgiving, the good old festival of New England origin, but now become national, has been around again. It was welcome. There were many for whom the gladness was clouded or effaced by sickness, bereavement, poverty and other troubles to which life is subject.

We believe there is cause in all human experience for which to be cheerful and thankful. On Thanksgiving day every one tries to make the best possible out of existing conditions and hope for the better in the future; so shall life surely be made better worth the living.

The holiday season is already upon us, and it brings its joys and anxieties.

It's time for the selection of presents and we wish to invite your attention to the *SILENT WORKER*. A year's subscription to this valuable paper would be the best present; and it can be done at a small expense and after all it will be the thought, the good will that the recipient of the present will appreciate.

A Christmas Tree entertainment under the auspices of the New Jersey Deaf-Mute Society will be held on Saturday evening December 28th. Candy and oranges will be given away.

A series of lectures, under the management of the improvement committee will be given during the months of January, February and March.

Louis Samuels, of Elizabeth, N. J., was arrested recently and sent to the County Jail for alleged disorderly conduct. The prisoner did not raise any disturbance, but made motions with his fingers at which certain persons took offence and had him arrested. He is an Italian mute.

Wm. Hutton of Arlington has been obliged to quit work on account of the union, of which he is a member.

Johnny Ward witnessed the annual Yale-Princeton foot-ball game at Manhattan Field. He was gorgeously decorated with the Princeton colors. When he got home after the struggle was ended, his six-foot horn was nowhere to be seen. We presume he dropped it on the way after he got sick at heart when the Tigers were compelled to bite the dust. PEVERIL.



The above cut gives a good idea of what the *National Exponent* looks like. It is one of the only two independent papers published in the interest of the deaf—the other one being the *National Gazette* of Boston, Mass.

On January 1st next, the *Exponent* will publish a "Woman's edition." In this edition will appear productions from the pens of some of the most talented deaf women of this country. All who desire a copy of the Woman's edition, should address The *National Exponent*, 69 Lake St., Chicago, Ill.

master the trade. But these sons are continually "looking" for work and putting "advs" in the *Sunday World* weekly, asking for work. I understand they were given a trial and "laid off till business picks up." This is an old trick of established houses to let the "chaff" go so easily. Meanwhile the son at school continues to learn the trade.

This is Gallaudet Day, this is Gallaudet month. Every month seems to be Gallaudet month. The celebration by the deaf of New York of the birthday of the founder of deaf-mute instruction in America was fittingly observed. Yet, glorious as the celebration was, there was an absence of that general feeling which does the "greatest good to the greatest number." Detailed reports will have reached you ere this goes to press,

a while, are in the majority young and promising; gentlemanly, successful, and intelligent. They are mostly graduates or former pupils of the New Jersey School, established at Trenton in 1883. Principal Jenkins has been in office the past twelve years and the deaf spoken of above are among the first of its graduates. It is a matter of congratulation and pride to turn out such gentlemanly young men, and they owe what they are to Principal Jenkins and their ever cherished teacher and friend, Prof. Rowland B. Lloyd. They have mastered their vocation—their vocation has not mastered them. It is also needless to say they are mostly printers who learned the trade in the *SILENT WORKER* office, under the charge of Mr. Geo. S. Porter.

The several benefit readings and

In The Mystic Land of Silence,

A ROMANCE

BY ERNEST J. D. ABRAHAM

EDITOR OF THE "BRITISH DEAF-MUTE."

Illustrated by Alexander McGregor, a Deaf-Mute.

CHAPTER VI.—Continued.

AS the boat drew nearer they were able to see the dancing savages more plainly. The sight was an awful shock to these men, who had never before seen ugliness or deformity in any shape or form. The frightful ugliness of the wild creatures struck terror into the hearts of our friends from the Silent Land, and they shrank into the bottom of the boat, believing that their time of punishment had arrived, and that some terrible fate awaited them. One of the two, whose name I afterwards learned was Milcoba, who had hitherto mechanically guided the boat, swooned away; and soon after the frail little craft was swept against the sides of the cavern, striking the head of Ita—the companion of Milcoba—against a sharp rock, he, too, becoming unconscious.

How long they remained in this state they were unable even to guess. When they did recover they found themselves still in the boat, and what was more surprising to them, floating calmly on a smooth surface of water, the light of the sun streaming through a huge gap in the mountains, its rays falling directly upon their stiffened limbs, sending warmth and new life into their aching bodies. A few yards away they could see the rushing angry waters on which they had been carried at so terrific a speed.

At first they could not understand why the water in which their boat floated remained calm whilst at a short distance from them it was madly rushing by. When their eyes got more accustomed to the peculiar shades of excessive light and dense darkness, caused by the sun's rays pouring vividly through the gap in the cavern, they were able to look round about them. They then saw that the boat was in a large basin or pool of water, formed by a wall of rocks. By the side of this underground lake ran the river. As they watched the rushing waters they noticed that every few minutes a huge wave would rise up and dash itself over the bank of rocks, falling into the lake on the other side. This sight led Milcoba and Ita to conclude that the boat had been thrown over in the same manner, thus saving their lives.

Using their hands as oars, and avoiding that side of the lake where the river was, they soon succeeded in reaching the edge of the basin; they, however, had to pull their little craft a considerable distance round the pool before they found a suitable landing-place. After several failures they succeeded in climbing up the rocks, and dragging their boat after them.

For hours they wandered through the cavern in search of a way out. At last, weary, hungry, and footsore, they found themselves in open air, high up on the side of a mountain. Having satisfied their hunger with wild herbs and roots, they concealed themselves behind a network of bushes and creepers, and were soon fast asleep.

They awoke much refreshed and more comforted in heart now that they knew they were not, at least, doomed to fall into the power of the grotesque creatures they had seen in the cavern. During the coming and going of three moons (three months) they wandered over the mountains, living on wild fruits, herbs, and roots. On three or four occasions they had been hunted by black men, but had succeeded in escaping.

When Milcoba and Ita saw us approaching, having no time to escape they had hidden themselves behind the rocks and bushes. The mode of their discovery has already been told.

CHAPTER VII.

THE remarkable story told by the Silentians fascinated me so much that my mind was occupied continually with thoughts of it, both day and night. Whether I hunted, cooked, gathered fuel

for the fire, or mended my garments it was all the same; I found my thoughts wandering to this mysterious land, and at night would dream all sorts of visions about it.

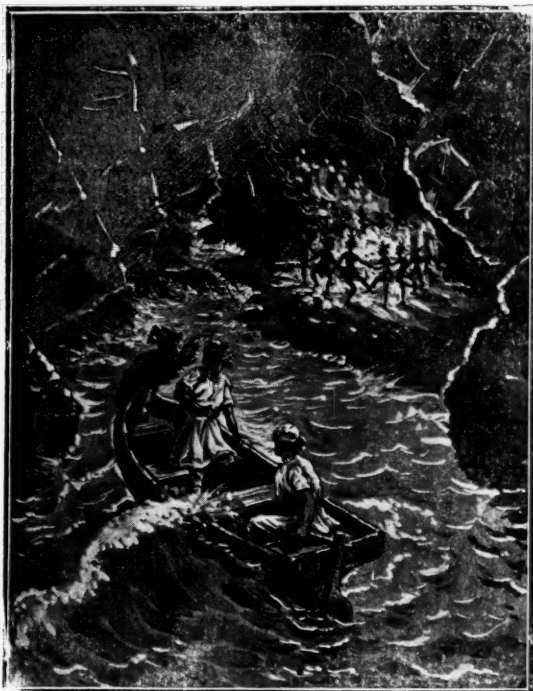
The Silentians were most affectionate companions, and most willing to do anything I asked them; their smile was pleasant, and their manners gentlemanly. They also possessed knowledge far above that of ordinary men. Their dress reminded me of the old Phœnician style, so also did their appearance and the manner in which they arranged their hair and beards.

I made several attempts to draw from them some information concerning their nation and its people, but they only shook

been shot through the shoulder, and, as he had swooned, had evidently been left for dead. When my eyes fell on his outstretched figure my limbs trembled as if with ague, my head swam and my eyes grew dim, my throat felt to be clogged up, and I could feel my face grow red. I was rapidly choking, when in struggling to free my throat I must have shrieked aloud, for a flock of birds arose from the ground and took to flight.

This little incident brought back my scattered wits. The thought that poor Akalabo was dead had overpowered me. Had not my attention been drawn to the birds I believe I should have gone mad.

Having regained power over my mind and limbs, I took from my pocket a flask of spirits, poured the whole contents down the throat of Akalabo, and set to work chafing his huge hands. Presently I had the pleasure of seeing him open his eyes, and soon after, having bound up the wound in his shoulder with my handkerchief, he rose to his feet. It was slow work getting back to the camp, for the loss of blood had weakened Akalabo very much. On reaching our tent Akalabo explained that whilst



FROM THE BOAT THEY SAW A WILD-LOOKING HORDE OF SAVAGES DANCING ROUND A BURNING PILE.—See Page 13, November Issue.

their heads with a far-away look in their eyes. Yet if I conversed with them on any ordinary topic the sad light at once disappeared from their faces, and they would enter into conversation with every appearance of pleasure.

Before many days had passed I had learned to love them as brothers, and they on their part had lost their fear of Akalabo, and would converse with him for hours together.

Akalabo taught the Silentians the use of the rifle and revolver. I shall never forget the look of amazement that spread over their faces when they first saw Akalabo raise his rifle and shoot a bird of beautiful plumage dead.

When Ita understood that the cartridge from the rifle had taken the life of the bird he hugged it to his breast, pressed it against his lips, and wept bitterly. This conduct, at the time, appeared to me somewhat babyish, and Akalabo could not restrain himself from roaring with laughter. Although both Milcoba and Ita would willingly fire the revolver or rifle at any target, they could never be persuaded to shoot at any living thing.

One morning Akalabo was away rather longer than usual on his usual hunting expedition, and I began to get anxious for his safety. Leaving the two Silentians in charge of the camp, I went in search of him, and after hours of fruitless searching I at length found him at the foot of a large tree lying in a pool of blood. He had

hunting he had suddenly come upon a band of Thibetians, some of whom he at once recognised as the captors of myself. Before he could conceal himself one of the robbers caught sight of him and soon alarmed the whole camp; Akalabo fled, and a number of the robbers pursued him. It was whilst running he had been shot down. The robbers had evidently visited the place where he fell, and, having satisfied themselves that he was dead, returned to their camp, for Akalabo's rifle was missing.

This little adventure brought things to a climax. We were undoubtedly being followed by a numerous band of Thibetians, and if we stayed there our fate was certain.

Akalabo and I talked the matter over with Milcoba and Ita. We told them of our adventures, and the object for which the robbers were following us, and explained that unless we could get away, and at once, we would soon be either dead or captured.

There appeared to us but one way to escape from the Thibetians, and that was to proceed at once to the Land of Silence. If Milcoba and Ita would not consent to guide us there then we must all prepare to meet our fate.

[To be continued.]

The girl who is the close confidante of her father makes, in nine cases out of ten, the best kind of a wife.

A DEAF-MUTES' CLUB.

Continued from Page 7.

series of entertainment for the Winter. One of the series will be a sign language lecture on Shakespeare and his works.

As was remarked before, all the members are young men, and they are just like other young men, except that they appear to be more frank and generous in their ways and have fewer of the petty-vice. Several of them are first-class athletes. The society has held two picnics, at which the athletic events for deaf mutes were the principal feature.

Many people will ask how these young men make a living; well, most of them manage to get along very comfortably, despite their affliction. Most of them received their early education in the Deaf-Mute School at Trenton, and left there equipped to fight the battle for bread. Many of them learned the printing trade and it seems to offer unusual advantages to mutes. Another one is a photographer, and young Mr. Lawrenz attends to a livery stable business on Plane street, and Mr. Thomas, the president of the club, is a shipping clerk and salesman in a big store in New York. He says that he manages to do the work expected of him very well, even if he does not speak or hear. He is a son of the late Major A. W. Thomas, who was well known in this city. He was postmaster of Catskill, N. Y., and his deaf-mute son served as post-office clerk for five years and filled the office very satisfactorily. He tried afterward to enter the New York Post Office as clerk, but the Board of Civil Service examiners rejected his application because he was a mute. The manner in which he became a deaf-mute is strange.

He was born at noon, March 4, 1861, and as he came into the world cannons close by the house were pouring out salutes in honor of the inauguration of President Abraham Lincoln. The detonation of the cannons affected the auricular nerves, and he grew up a mute. Mr. Thomas is happily married and has a child about three years of age, who hears and speaks plainly, and at the same time can understand her aphonous father. Most of the members lost the power of speech and hearing during infancy after attacks of scarlet fever and typhoid fever. Scarlet fever seems to have caused more of the affliction than other diseases. There is one member who had learned to talk before he was afflicted, and he can understand spoken language by closely watching the lips of the speaker. He can also talk a little, but his words came slowly and indistinctly.

A wide spreading hopeful disposition is your only true umbrella in this vale of tears.—Aldrich.

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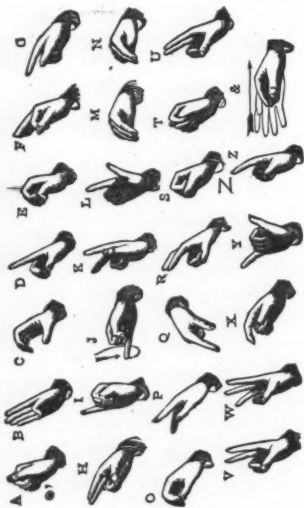
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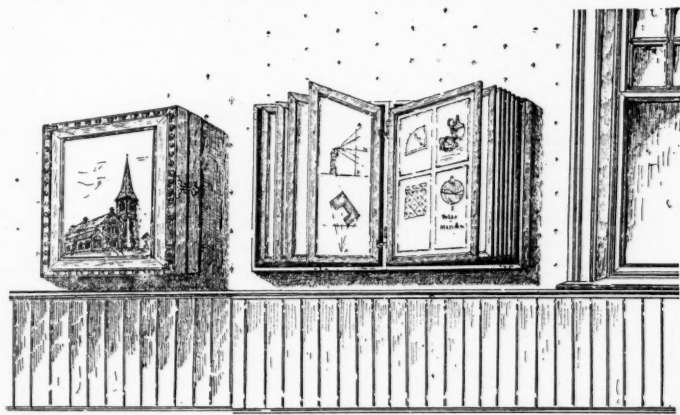
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